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“Get the Deeds Done”
The Development of an Electronic Orientation
Plan
A Case Study in Espoo City

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<p>Almost everyone has been involved in work orientation. Anyone who ever has, usually has an opinion about it. The need for development arose from the personnel of the unit. Even though legislation defines work orientation obligatory it does not guarantee successful and well functioning orientation. The subject of building up an electronic orientation plan for Espoo's Outpatient Rehabilitation unit was selected because there was a clear need for it. The unit provides rehabilitation and medical aid services for all residents of Espoo.</p> <p>The topic was approached by first setting the study question and study methods. Qualitative study was selected as the study method. The study is a case study concentrating on the Outpatient Rehabilitation unit in Espoo. The study answers to questions "what is good work orientation" and to "what is a good orientation plan". The data were collected through an electronic questionnaire. The data were analyzed using SWOT analysis as a tool to study the content.</p> <p>The results showed that there is a need for the development of orientation. The answers were very homogenous and supported the study's reliability. Especially the lack of printed and up-to-date orientation material, lack of follow up and systematic tutoring in orientation were emphasized in the responses. As a conclusion it was found that an electronic orientation plan model should include a systematic approach concerning all aspects of orientation and follow up. Written material should be available on all orientation and it should be updated regularly. Tutoring should be made systematic.</p> <p>As a result of this study a model for an electronic orientation plan was created. It is based on the results of the study. According to the findings good orientation is systematic, up-to-date, individual and includes a follow-up procedure.</p>	
Keywords	work orientation, orientation plan, outpatient rehabilitation

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Degree	Master's Degree
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<p>Lähes kaikki ovat olleet tekemisissä työhön perehdytyksen kanssa. Kaikilla, jotka ovat, on yleensä joku mielipide siitä. Aihe sähköisen perehdytys suunnitelmamallin kehittämisestä nousi Espoon Avokuntoutuspalvelujen sisältä, henkilöstöltä. Vaikka lainsäädäntö määrittää työhön perehdytyksen pakolliseksi, se ei takaa onnistunutta ja toimivaa perehdytystä. Perehdytyksen kehittämiselle tuntui olevan selkeä tarve. Espoon Avokuntoutuspalvelut palvelee koko Espoota antaen palveluita kuntoutuksessa ja apuvälinepalveluissa.</p> <p>Aihetta on tässä tutkimuksessa lähestytty ensin asettamalla tutkimuskysymykset ja valitsemalla tutkimusmenetelmät. Tämä tutkimus on laadullinen tutkimus ja se toteutettiin tapaustudkimuksena, sillä sen tutkimusmateriaali keskittyi vain Espoon Avokuntoutuspalveluihin. Tutkimus vastaa kysymyksiin "millaista on hyvä perehdytys" ja millainen on hyvä perehdytys suunnitelma". Tutkimusmateriaali kerättiin sähköisellä henkilökunnalle osoitetulla kyselyllä. Tutkimustuloksia analysoitiin käyttämällä SWOT- analyysiä työkaluna.</p> <p>Tutkimuksen tulokset osoittavat että perehdytyksen kehittämiselle on tarvetta. Vastaukset ovat hyvin homogeenisia ja tukevat tutkimuksen luotettavuutta. Erityisesti kirjallisen ja ajantasaisen materiaalin, seurannan sekä järjestelmällisen tutor-järjestelyn puuttuminen korostuvat vastausmateriaalissa. Johtopäätöksenä tutkimuksesta voidaan katsoa että sähköisessä perehdytys suunnitelmassa oleellisen tärkeitä asioita ovat kaikki asiat kattava perehdytys sekä järjestelmällinen perehdytyksen seuranta. Kirjallisen materiaalin tulee olla saatavilla kaikesta perehdytyksestä ja sitä tulee päivittää säännöllisesti. Tutorinnin tulisi olla vakiintunut käytäntö.</p> <p>Tutkimuksen tuloksena syntyi malli sähköiselle perehdytys suunnitelmalle. Malli perustuu tutkimuksen kyselyn tulokseen. Vastausten mukaan hyvä perehdytys on järjestelmällistä, ajantasaista, yksilöllistä ja sitä seurataan.</p>	
Asiasanat	perehdytys työhön, perehdytys suunnitelma, avokuntoutus

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1 Introduction

Almost everyone has been involved in work orientation, with very different experiences. An example of one peculiar experience was told to me by an ex-colleague. She is in a leading position in another organization in the field of social and health care. This is how she described her very first day on the job: “ I was given a piece of paper. On it was written: Essi knows a lot. You lead. The board gathers on Wednesdays at 9 am. That was it!”

Orientation to work can be many things. It can be done face-to-face, online, by written instructions or on the phone. New ways and forms are being developed all the time. Yet many feel that orientation is something just on the side and that one does not pay enough attention to it.

In this study the process of orientation in Outpatient Rehabilitation unit in Espoo City was studied. The focus of the study was in building up a model for an electronic orientation plan. Orientation to work is a process involving usually several people and several different stages. It requires time, repetition, evaluation and follow up. The aim in orientation to work is to understand the objectives, actions, visions, responsibilities and obligations of the organization and oneself. Good orientation should present the recipient sufficient knowledge and skills to be able to perform the work task.

In my experience as a worker and as a supervisor, orientation to work and work guidance are one of the key factors affecting one's level of commitment to work. Good orientation can be a significant factor to motivation, safety, results and wellbeing in the work place.

This study answers to the questions of what is good orientation and to what is a good orientation plan. The study method was a qualitative case study. In this study the process of orientation in Outpatient Rehabilitation unit in Espoo City was studied. The focus of the study was in building up a model of an electronic orientation plan.

2 Purpose and Methods of the Study

In this chapter I will describe the purpose and aim of the study. I will also talk about the background of the study; where the need for the study rose and what were the expectations for it. The Methods of the study will be explained and the choices behind them viewed.

2.1 Purpose of the Study

The goal of the study was to develop a well functioning, easy to use and update electronic orientation manual for the Outpatient Rehabilitation unit of Espoo. The recent situation was one without such but with an electronic orientation manual of the general introduction to the city of Espoo.

The general electronic orientation manual in Espoo is overall a new concept; it was taken into practice in 2012. The idea of using an electronic task list in work orientation in Espoo has not yet become familiar to all. Especially in the field of health care this is a newer phenomenon.

A need for the unit's own orientation manual rose from the unit and its workers. This came up in several occasions among workers. In development discussions 2012 and 2013 this subject was approached by many workers.

As a multi professional unit functioning in several different places physically and dealing with various distinctly different issues, a clear and easily used version of orientation manual was in high need. Organizing and following a well structured and up-to-date orientation has been a challenge in this unit due to its diverse functions and growing responsibilities over the years.

2.2. The Study Questions

The aims of the study were to find out the current state of orientation in Espoo Outpatient Rehabilitation and to create a well functioning orientation plan for the unit. A query about the experiences and opinions of workers was conducted. This study answers to questions “what is good work orientation” and to “what is a good work orientation plan”. The results are found by analysing workers’ experiences and opinions. The outcome of the study is a model of an electronic orientation plan.

2.3 Methods of the Study

This study uses qualitative study method. This study method was chosen as it best serves a small study considering a subject dealing with human interaction and learning. In qualitative study the focus is usually in differences in quality whereas in quantitative study the differences are usually found to be in quantities. The data is then collected and analyzed as such (Tuomi 2009: 134-140.).

As a tool SWOT – analysis was used in this study to analyse the content. In it content’s strengths, weaknesses, possibilities and threats are analysed. it is a strategic tool. Finnish National Board of Education recommends this tool to be used when developing learning processes at work place. Since orientation to work is about learning at work place, this was considered to be the best tool in analysing the content of this study. (http://www.oph.fi/saadokset_ja_ohjeet/laadunhallinnan_tuki/wbl-toi/menetelmia_ja_tyovalineita/swot-analyysi 2.12.2013)

The study was conducted as a case study. Case study was selected as a method since this study involves only one work place. The conceptual framework of the study lies in learning - orientation is defined as a process involving transferral of information. This can be called as learning. The exact definition of work orientation is further discussed in chapter 5.

The work place in which the study was conducted in, the Outpatient Rehabilitation unit of Espoo, is where I work myself. The need for the electronic work orientation plan came directly from the unit itself.

No bench marking or comparison to other organization was used in order to limit and border the study. In the planning stage comparison with Outpatient Physiotherapy team was considered, but due to different organizational structure and very different amount and type work tasks, this was rejected. A case study was found to be more appropriate for Outpatient Rehabilitation and its five teams. Also the time frame was limited and did not allow for broadening the subject or the study any further.

Use of group interviews was considered at first. However, since the researcher is in a leading position as a direct supervisor of the unit, the ethics of the study were thought to could have been jeopardized (Sipilä & al 2007: 309) by doing so. Since this positioning could prove to be uncomfortable and difficult for some of the workers and therefore could affect the results of the study, the decision of not including the interviews in the study at all was made.

Instead of group interviews, a questionnaire was used. The questionnaire (appendix 2) was executed electronically by using a specific program for conducting surveys or queries, called "Webropol". It was sent by electronic mail to all the workers of the unit. A pilot of the questionnaire was conducted first with a smaller group of people to find out if the questions were adequate.

The query was made to be easy to read and quick to answer, yet all questions had free writing space as well to allow more specific answers and opinions. The questions were phrased as statements so that it would be easier to scale the answers. The scale was four-pointed, from "Agree fully" to "Disagree fully". This four-pointed scale was chosen for two reasons: In order to have the scale as clear in structure as possible for answerers and to have possible differences in opinions to show clearly. In four-pointed scale where there is no "no opinion/ do not know" answer in the middle, it is possible to get much more data. All questions were obligatory to answer for the same reason - so that as much as possible data could be gathered.

In this study, the work orientation experiences of workers were studied. Through those experiences it was possible to draw a founded conclusion of what is good orientation. This information was used as a foundation in creating a model for an electronic plan.

2.4 Credibility and Validity of the Study

The query was sent through electronic mail as an internet link to all workers present at the time. The impossibility of identification was emphasized to ensure credibility of the study. To ensure no identification can be made in between the workers, no personal information about gender or age was asked. Also the amount of years in Espoo organization was not asked to ensure the anonymity.

All workers could answer the study independently at their own chosen time. This also supports the credibility. This study can be repeated at any time by using the same questionnaire, which supports its validity.

3 Introduction to the Organization

In this chapter I will introduce the organization of Espoo and the unit of outpatient rehabilitation. I will also clarify the division of teams and the mission of the unit.

3.1 The City of Espoo

The city of Espoo has over 14,000 employees and has several different fields of operations. One of those fields is social and health care. Within the social and health care field there are three different branches; Family and Social Services, Elderly Services and Health Services (figure 1).

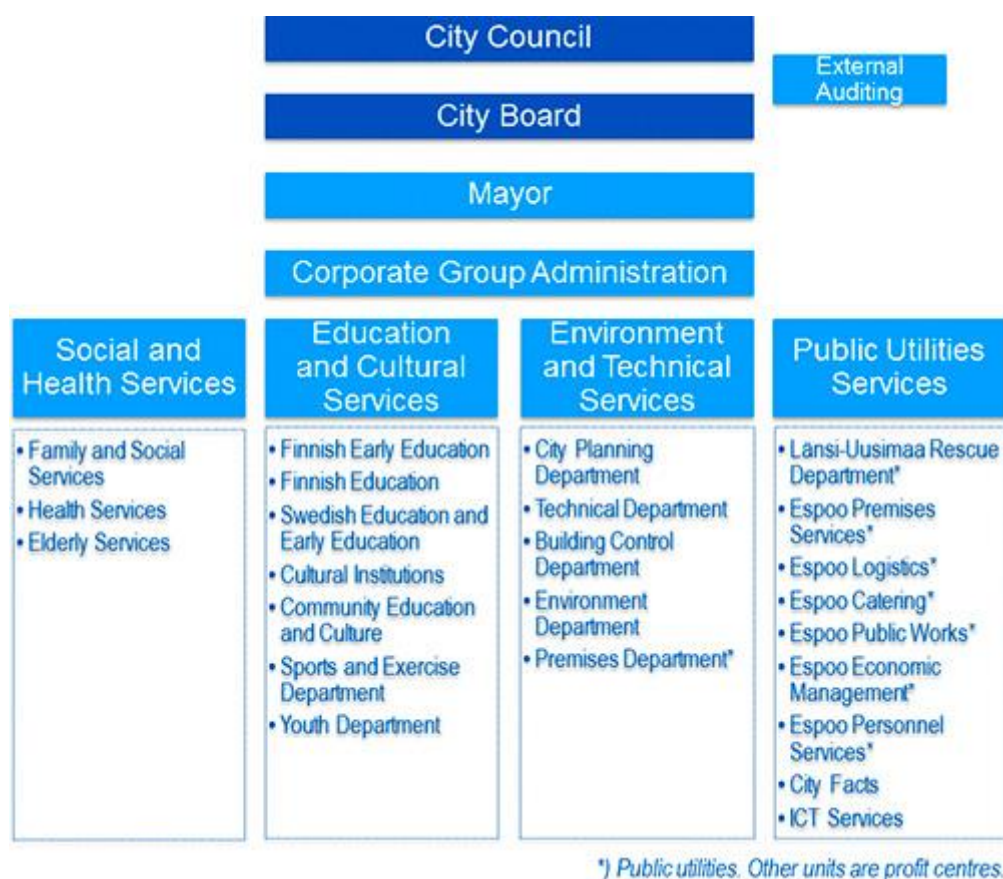


Figure 1. Organization structure, Espoo City

3.2 The Unit of Outpatient Rehabilitation

Espoo Outpatient Rehabilitation unit is part of social and health care services. In Espoo City this branch of social and health care is then divided into three service units: Family and Social Services, Health Services and Elderly Services. Outpatient Rehabilitation is part of Health Services.

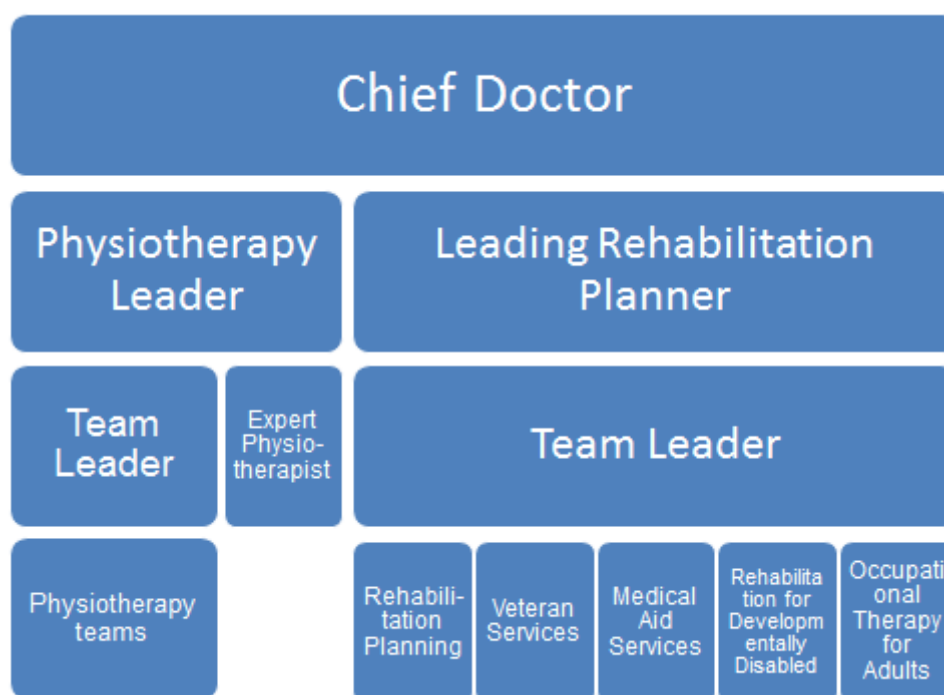


Figure 2. Organizational Structure of Espoo Outpatient Rehabilitation unit.

In Outpatient Rehabilitation unit is led by a chief doctor of rehabilitation. The unit is divided into six different teams. The largest of these is Outpatient Physiotherapy team which is managed separately from the other five teams. The Physiotherapy team acts separately from the rest of the teams and has its own leader as shown in figure 2.

The other five teams in Outpatient Rehabilitation are occupational therapy for adults, medical aid services, rehabilitation for developmentally disabled, rehabilitation planning and veteran services. This study only covers these five teams and excludes Outpatient Physiotherapy team. This was decided due to the structure of the unit; these five teams are under the same leaders, whereas Outpatient Physiotherapy is led by a separate

leader. Functions of these five units are also different from the sixth; the Outpatient Physiotherapy.

Other five teams in the unit; rehabilitation planning, veteran services, occupational therapy for adults, medical aid services and rehabilitation for developmentally disabled are lead together by a single leader. These five teams are the teams included within this study. When the unit of outpatient rehabilitation is referred to, these five teams are meant by the referral. This study covers the procedures, processes and orientation in these five teams.

There are 12 different professions within the five teams in the unit. The amount of people within the teams vary from two to ten persons. The division of teams has been made from the perspective of operation. Multi professional teamwork is a daily necessity and a key factor to successful customer service. Most positions in the unit are expertise positions yet can include some direct customer encounter as well.

The teams are named as medical aid services, rehabilitation planning, veteran services, occupational therapy for adults and rehabilitation for developmentally disabled. In total, there are 26 workers. This means that some of the professions are only represented by one person whereas some are represented by several workers. Some of the services are provided partly or in whole through partnerships or procurement.

Professions within the Outpatient Rehabilitation Unit in Espoo are senior doctor (in charge of the department), physicians (2), the head of the department – “the leading rehabilitation planner”, the team leader, “the immediate supervisor”, physiotherapists (5), occupational therapists (5), medical aids technician, assistive nurse, medical aid caretaker, rehabilitation planners (4), secretary of the department, – office assistant (nurse), speech therapists (2), psychologist and a public health nurse. In addition, some internally used services are bought from outside the organization such as cleaning services.

The main task of the unit is to organize high quality rehabilitation and medical aid services. More specifically, this means producing and organizing rehabilitation, evaluation and procurement of necessary and needed services in outpatient rehabilitation for adults, developmentally disabled and for veterans. The unit also provides medical assistive equipment for all residents in Espoo.

The mission of the unit is to provide residents with the necessary rehabilitation services and medical equipment they need in order to function within their own environment, and to do this at the right time and maintaining high quality. The customer is in the center of services by actively participating in the processes and in rehabilitating himself. Since this is a central focus in the unit's and the whole city's strategy, it is important for it to be also included into orientation.

(http://www.espoo.fi/fi-FI/Espoon_kaupunki/Paatoksenteko/Espootarina 1.11.2013)

4 Conceptual Framework

In this chapter the factors affecting orientation to work are discussed. These include legislation, different learning methods, social interaction and motivation. All of these factors are considered and examined. The different aspects of them are discussed and viewed upon.

4.1 Factors Affecting Work Orientation and Learning

These four factors; ways of learning, social interaction, motivation and legislation were chosen after careful consideration. Learning methods were chosen because most researches and pieces of literature concerning work orientation covered learning as one of the most important concepts. Orientation is learning, without learning there can be no orientation. Espoo's strategy includes continuous learning as one aim.

(http://www.espoo.fi/fi-FI/Espoon_kaupunki/Paatoksenteko/Espootarina 1.11.2013)

4.2 Legislation

The foundation for work orientation lies in the legislation. Since it is required by law, it is something that every worker has an equal right to. Employers have obligation to organize it and to follow it.

Work orientation's importance can be evaluated by many ways. One of these is its numerous appearances in legislation. There is a lot of legislation covering the issue of work orientation. It is mentioned at least in the following acts: Employment Contracts Act, Occupational Safety and Health Act, The Act on Co-operation in Undertakings, Working hours Act, Employment Contracts Act, Gender Equality Act and in Collective Labor Agreements. (http://www.tyoturva.fi/en_3.8.2013)

Most of the factors about work orientation in law are quite simple, such as giving guidelines to workers about safety. However, in today's expertise work – such as in the unit of Outpatient Rehabilitation in Espoo, too – work orientation has many more complex areas. Since the issues are more complex and can vary depending on the worker and his position or placement, social interaction plays an important role.

As the Work Safety Act states (<http://www.tyoturva.fi/en> 3.8.2013) the employer is responsible for making sure that the conditions at work are safe. This safety requirement cannot be totally fulfilled unless there is good and well functioning co-operation and active dialogue and participation among all participants.

4.3 Different ways of learning

Orientation requires and involves learning. Learning in turn requires the ability to absorb and to digest information. There are differences in people in the way they learn. The various learning techniques and emphasis' require various ways of teaching and guiding. In learning, communication and motivation both are crucial for the learning to be successful. Motivation is the base for understanding and learning new things.

(Lahdes 1997: 255.)

Work orientation is a process of learning new. In my experience, factors that most affect work orientation are ways of learning, social interaction, motivation and legislation. Since work orientation has its foundation in legislation, this affects the process of work orientation as well. In social and health care, this is even more so since there are many restrictions and regulations about information transferral and work orientation.

Since today one of the most used themes in strategies is constant learning and dialogue, communication has risen to a very high value. It is the base for nearly all functions in companies and organizations. For leaders especially, communication is a vital path to good motivation and to a well- functioning working community.

Professor Matti Roiha & al (2011: 22-23.) state that there are many ways of learning detected to be good in practice. They include these to be formatting work, shadowing, modelling, work circulation, orientating with publications and sharing the so called "quiet" knowledge.

By formatting Roiha & al mean expanding the work description to fit the need so that work is enriched and specialized. By shadowing is meant systematic follow up, including observation and perception. Modelling stands for copying so called "top" workers. This is very close to shadowing. These two differ by shadowing having general practi-

es to shadow whereas modelling means copying only one person's way of working (Roiha & al 2011: 26-32). It is recognized that when developing an orientation program or orientation manual, one should take into consideration the multiple learning methods, ie. coaching, peer support, information sessions and online learning.

(<http://employeeorientation.gov.ns.ca/employee-orientation-program-guidelines>
13.9.2013)

Work circulation means working with other tasks than the ones person usually works with. This can be done inside the organization, or in another one. Orientation with publications means reading up on subject in question. It can mean also producing articles. Sharing so called "quiet" information is one of the most important ways to activate, since this "quiet" information is often the best practice. It is based on experience and is often very specifically tailored to the need of the organization. Again, similarities occur with another way of learning, modelling. Whereas in modelling there is one "top" worker, in this, there can be the whole community. (Espoo City Internal Web Pages 30.7.2013)

According to Roiha & al, when a work community aims to continuous learning, the aim cannot be reached without dialogue in orientation (2011: 15). This brings this research to the other component in conceptual framework, social interaction.

4.4 Social Interaction as part of Orientation

In my experience, communication is a central part of everybody's work today. The relation to communication and information is different from what it used to be in the industrial stage's working communities. Working life has changed and so has communication with it. Communication through dialogue has two purposes today; to bring out the different views and expectations and also to influence the behaviour, attitude, knowledge and belief of the participants.

Sirke Lohtaja- Ahonen & Minna Kaihovirta- Rapo (2012) put it shortly: "Communication is interaction and action between people." We see communication all the time. We participate in communication all the time. It is part of life for everyone and anyone in some way. One cannot avoid it. Since work orientation has to do with learning, as discussed in this chapter, it always involves people. The process of people acting with each other

can be defined as interaction or “social interaction”. Social interaction is about communication. (<http://psychologydictionary.org/social-interaction/> 21.11.2013)

Good bases for work orientation are created by good structures and through planning. However, the most important thing about learning in orientation is the interaction between the one giving orientation and the one receiving it. (Kupias & Peltola 2009: 111–112.)

According to my own experiences as a worker and a supervisor, I find that the role of motivation is also emphasized nowadays. This can be thought to be the result of the line of work today. The working life today often requires creativity and interest, therefore motivation as well. A question about motivation is usually asked and required of a person when interviewed for a position. It is in the press releases where the company is boasting its achievements. It is considered vital for success - and every company and organization wants to succeed.

The definition of communication is “a two-way process in which participants exchange information in order to reach mutual understanding”. It also means, in a broader sense that the participants in communication share or create a specific meaning together. (<http://www.businessdictionary.com/definition/communication.html> 20.9.2013)

The challenges in communication today are not so much in receiving or giving enough information but the effects of information as well as improving and adding the understanding of the information. There are a number of different communication methods to choose from. Information flow is constant and people talk about an overflow of information. Selection of information is a tool of communication today; in too much information it is difficult for one to find the exact knowledge he is looking for.

Dialogue is a rising trend in leadership and is incorporated in many strategies and values of various organizations. This is also the case in Espoo. In its new strategy, dialogue in both leadership and in customer service is highlighted and in central position. With increasing dialogue Espoo seeks to find more motivation for staff and more results to customers.

(http://www.espoo.fi/fi-FI/Espoon_kaupunki/Paatoksenteko/Espootarina 1.11.2013)

Communication through dialogue has been found to bring motivation and support responsibility of the community. Good communication is planned, interactive, has dialogue, is open, motivating and supporting, proactive and responding to changes. Good communication supports and brings wellbeing to work place (Rissa 2009: 3-7.).

Dialogue has been promoted by many publications and researches. According to Roiha & al (2011: 25-27) dialogue should be present in every occasion involving communication and learning. In orientation these both features are present so dialogue is in vital role. In Espoo's strategy, "Espoo Tarina", it is strongly emphasized that Espoo uses dialogue in development of its services.

(http://www.espoo.fi/fi-FI/Espoon_kaupunki/Paatoksenteko/Espootarina 1.11.2013)

Most leadership and management courses involve a part in communication today. It is thought of an important tool for a person in lead (Sonninen, J. 2013: 14.). This is also the case in Espoo organization; in leadership the core lies in dialogue and therefore in skilful and well functioning communication. Dialogue is used in all Espoo's own training sessions and development events and projects. In leadership programs, dialogue is the core of the programs.

When internal communication is not functioning well in an organization, the leader is often accused of this. Even though communication is one of the most important tasks of leaders to organize, it is not solely the leader's responsibility. Every worker has responsibility in communication and social interaction writes Kanninen in "Henkilöstön motivointi sisäisen viestinnän keinoin". (2011: 8.) It is an important task for everyone to master the skill of communication and social interaction as well as accepting the part in it, the responsibility in it. The definition of motivation is that it is a force putting people in motion to function in a certain way (Kanninen 2011: 6).

According to Rissa, Mrs. Elisa Juholin, a docent and a professor in Haaga-Helia University of Applied Sciences, believes that good communication can improve the wellbeing and atmosphere of work place. Wellbeing and work place atmosphere are known to effect the motivation of workers. (Rissa 2009: 4.)

In my experience, in most work places, regular barometers about wellbeing at work are used. It is very often that in these, communication is one of the issues needing most development. I find that this shows how difficult good communication is. There are so

many different forms of communication today and so many different arenas to communicate in. It is a totally different thing to write a memo to a small team than write a memo for a big seminar. The same way it is different to give information about changes in organization structure than it is to give information about company policies.

However, similarities do occur; these all affect one's motivation. As part of orientation communication is a means to learn and to transfer information or skills. What affects to learning beside the level or success of communication, in my experience, is one's motivation.

4.5 Motivation

The link between motivation and communication is reported in many pieces of literature and research. Rissa in "Työyhteisöviestinnällä hyvinvointia" points out that good dialogic communication is the base for productive and well functioning working community. She also states that high quality communication has been found to increase motivation. (2009:12.)

I find it is important to think about the reward and enthusiasm of one's work as the key focus, especially in expertise work. Creativity and the ability to function well at work both require good communication and motivation. A great deal of work today is work done in the office. It is my opinion that this line of work requires a lot of innovation, co-operation, communication and effective performance at work.

In learning, communication and motivation both are crucial for the learning to be successful. Motivation is the base for understanding and learning new things. (Lahdes 1997: 255.) One could then argue that the relationship between communication and motivation is one of symbiotic. Neither really exists without the other and both are depending on the other; if motivation is low, communication will be too. If communication is poor, it will decrease the state of motivation as well.

Both communication and motivation are necessary and needed in engaging personnel to any change or process (Tanhua 2008: 7). Teaching and learning can also be thought of as aspects of communication. No teaching can be executed without communication since communication is a central part of teaching. Motivation is a part of teaching. No

learning can happen without the will to learn – in other words, motivation. (Lahdes 1997: 255.)

Kanninen (2011: 56) states in her research that by adding up the activity and social interaction of workers it is possible to influence in a positive way both internal communication and motivation. The wellbeing and satisfaction at work is increased simultaneously.

A crucial component in motivation is the will to want, the desire to do something. In leadership the essential thing is to want to be the leader. Marja-Liisa Manka, a professor of wellbeing at work and leadership (<http://sykettatyohon.fi/fi/teemat/hyva-esimiestyo> 20.9.2013), encourages to motivation by stating that the keys to success lie in ordinary skills. She states that human resources are the most important factors to a success in the future.

Motivation is something highly respected and wanted in today's world. It is of essence in business world where the thrive to succeed is vital. For a company, the ability to renew itself is vital. Without motivation it is not possible to learn anything. Therefore motivation is a very important attribute to have in personnel in order to renew and to succeed.

5 Orientation

In this chapter the concepts of *orientation*, *initial orientation*, *guidance* and *introduction to work* are talked about. The definitions of those concepts are considered and their deeper meaning evaluated. Different views to initial orientation are examined.

5.1. Orientation as a Conception

The definition of “**work orientation**” can vary somewhat according to sources. The general idea remains usually the same; the transfer of information and knowhow, but the specific features and the borders can vary.

In this study the word “orientation” describes the process involving transfer of information and knowhow at work. In the query for personnel and in the letter attached to it (appendix 1 & 2), work orientation was described “orientation stands for the orientation received by a superior or a co-worker. By orientation is signified the transmitting and conveying knowhow and knowledge.”

Finnish Institute of Occupational Health defines work orientation as “work guidance in order for the worker to get necessary guidance to the functions of the work place, the equipment and tools and work safety”. This is an example of a narrow definition of the word. The word **work guidance** is used here as being a part of work orientation. (http://www.ttl.fi/fi/tyoyhteiso_ja_esimiestyo/johtaminen_ja_esimiestyo/perehdyttaminen/sivut/default.aspx 13.9.2013)

One definition of work orientation more specifically, by Business Dictionary (<http://www.businessdictionary.com/definition/job-orientation.html> 20.9.2013) is “a part of the orientation process in which a new employee is introduced to co-workers, and is given information such as working hours, place of work, performance standards, benefits and facilities, and names of the immediate and other officers.”

In this kind of definition the borders of work orientation are set quite precisely. Usually, the borders are not so clear. This is especially when the orientation covers the continuous work orientation during the work relationship. When the word “work orientation” only means the orientation during the beginning of the work relationship, the borders

are more clear. Often the term used then is “**initial work orientation**”. In this study, this term is not referred to but the terms “orientation” and “work orientation” are used.

One definition of work orientation is that it aims to help the newcomer to efficient work. More widely, it can include orientating, work guidance and teaching the work. Roiha & al (2011:14) again emphasize the meaning of dialogue. According to them, when a work community aims to continuous learning, the aim cannot be reached without dialogue in orientation (2011: 15).

In this study the term “**orientation**” and “**work orientation**” are both used to describe work orientation process. Work orientation can be divided into at least three categories; work orientation in the beginning of the working relationship, work orientation during the working relationship and organizational work orientation. Some could argue though that organizational work orientation is already included in both of the other two categories mentioned. This is why in this study the division in orientation is only made in between the time frame of the work relationship, meaning the beginning of the work relationship and the time during the work relationship.

5.2 Orientation in the Field of Health Care

Work orientation is obligatory by law as discussed before in this study, in chapter 4. Beside the general legislation regarding work orientation, such as the Work Safety Act, there are some other regulations and restrictions specific for social and health care. Patient safety and safety of confidential patient information affect strongly work orientation in health care in my experience. Because of these communication is more difficult and this therefore makes learning and work orientation slower and more complicated.

Every employer has the obligation to organize orientation to its' workers by law ([http://www.finlex.fi/fi/ Occupational Safety and Health Act 14 §](http://www.finlex.fi/fi/Occupational%20Safety%20and%20Health%20Act%2014%20§)). With orientation it is possible to ease the adjustment of the workers to the work place. Orientation also produces the prerequisites for safe work environment and for success in results. One can regard orientation as investment to improve the effectiveness and quality of production or services. Orientation has also been proven to support the wellbeing of workers and lower absences and accidents. The most known aim of orientation still remains to be improvement of knowhow. Well executed orientation supports the worker's adjustment

to work and to working environment and society. Orientation has also been found to support wellbeing at work.

(<http://www.lamk.fi/palvelut/tutkimuspalvelut/julkaisutoiminta/sivut/tuote.aspx?pid=2595>
1.10.2013)

In my experience, the meaning of orientation can vary greatly in one and other's mind. Where one considers it to mean the guidelines and regulations given to the worker on the first day of the job, the other can consider it to be a continuous learning cycle where the worker is in an active role too.

Orientation can be seen as something continuous. Continuous thing can be thought of or defined as a process. Continuous process involving learning and at the same time, all workers – that is orientation.

5.3 Orientation in Espoo City

Espoo city has an electronic model of orientation plan. The plan is relatively new, just under two years at the time of the study. The model is a general one and is not fit to be used as a plan for professional work orientation but can be used for introducing a person to the general administrative tasks and regulations of Espoo City.

In Espoo organization various learning methods are used and employees are encouraged to use them actively. These methods include shadowing, mentoring, knowhow sharing and electronic learning (Espoo City internal web pages 30.7.2013).

The five teams included in this study; occupational therapy for adults, medical aid services, rehabilitation for developmentally disabled, rehabilitation planning and veteran services need a common orientation plan. All functions of these above mentioned teams, their processes and substances of all professions should be included individually in the plan. The plan should be electronic so it can be used anywhere in Espoo City and can then be updated with ease.

Orientation usually in general can be divided into three levels; the orientation covering the whole organization, orientation covering the unit itself and orientation covering the work tasks. In Espoo City the orientation covering the organizational structure is per-

formed by the human resources department. This unit organizes general introductory days for new workers. These occur usually twice or three times a year. Orientation about the unit is organized by the unit itself

5.4 Orientation in Espoo Outpatient Rehabilitation

The state of orientation in Outpatient Rehabilitation has been fluctuating. There has not been a specific plan to ensure every process and action is included. Follow up on orientation has not been systematic and a named tutor has not always been assigned.

Since the Outpatient rehabilitation unit is a unit of multiple teams and professions, the current situation in initial orientation was somewhat complicated and unclear. Orientation is not systematic in structure nor does it have clear, common aims.

Orientation has varied due to different persons. A systematic approach has lacked and therefore the quality of orientation has not been equal. The area of expertise on the unit is wide ranging from physiotherapy evaluation of developmentally disabled to the medical aid evaluation of an elderly person recovering from a hip replacement surgery.

Especially since the area of knowhow is so large, a systematic approach is needed. This approach was begun when one of unit's occupational therapists, Sanna Silven-toinen studied Outpatient Rehabilitation's knowhow (Figure 3) as part of her Master's level studies at Metropolia University of Applied Sciences. The knowhow map in the shape of a diamond was the result of her thesis study.



Figure 3. Knowhow map, Espoo Medical Rehabilitation. According to Sanna Silventoinen, 2011.

When Sanna Silventoinen conducted her study in 2009-2011, the unit was still called the unit of Medical Rehabilitation ("Lääkinnällinen Kuntoutus"). The unit was smaller at the time as it did not include the developmentally disabled team.

However, these knowhow skills discovered in Sanna Silventoinen's work are still valid, common and shared knowledge in the unit. More knowhow has entered the unit when the fifth team, the rehabilitation team for developmentally disabled was added into the unit. These new skills and knowledge can be added into the knowhow map Silventoinen created as a result of her study.

As the fundamental idea behind orientation is to share information, this knowhow map can be further used when constructing a plan for orientation. This can help in ensuring that all necessary knowhow is included.

The diamond structure was intended for active use and is a version which can be updated, but has not been in active use. Currently it is located in a shared electronic database. The new orientation plan resulting from this research is intended to be located in this same database so that this knowhow map can also be used and updated.

6 Process of the Study

In this chapter the process of the study project is discussed. The planning of the study, the study schedule (figure 4), the data collection and analysis are discussed and described.



Figure 4. Time Schedule of the Study

6.1 Planning and Background Research

Planning of this study began in November 2012. The idea and purpose of the study was first talked about among a few people in the unit of Outpatient Rehabilitation. The Leaders of the unit accepted the idea. Orientation was a subject which had risen in many occasions from development discussions to weekly meetings among the workers. A general view was that it needed development.

After discussions in the unit, I presented the idea to my tutor Hanna Erkkö at Metropolia. The subject was discussed and detailed. After approval and further thought, a study plan was formed in December 2012. The plan was presented in the unit to its leaders. Later on it was talked about with the workers as well. The presentation and evaluation of the plan took place in December 2012 as well at Metropolia University of Applied Sciences. The plan was approved by all the above.

Background research began after the plan was ready. I studied other studies about work orientation, familiarized myself with more research about the study methods (case study and qualitative study) and about the methods in Espoo city.

6.2 Schedule

Time schedule was drawn in the study plan. During the study, the schedule has had to be adjusted several times. The survey was conducted in the beginning of June although originally it was planned to be executed in May. This was due to my personal time restrictions of having to combine work, studies and private life with family.

The time schedule has been tight. The planning started in November 2012 and at the same time started the background research. Next stage was data gathering, first in the form of more background information and at the last stage in June, the actual electronic survey for the personnel.

6.3 Data Gathering

The data was gathered with an electronic query (appendix 3). A research approval was given by Espoo City (appendix 4).

The query was sent to the personnel of five teams in Espoo Outpatient Rehabilitation. The method in sending the query was electronic mail. All recipients were given one week time to answer to the inquiry. A reminder about the query was sent after four days. A letter explaining the details concerning the query (appendix 1 & 2) was sent with a link to the query. The subject (orientation) was defined in the letter.

The query was executed in the manner that no identification of answers could be made. This was explained in the letter attached to the query. The program used in building up the query is called Webropol. The city of Espoo has a licence to use it and I had undergone a short training to use it.

The query was called “ Kysely perehdytyksestä”; meaning, freely translated, “a query about orientation”. The query was executed in Finnish since the personnel of these five teams in question is Finnish speaking. English is not fluent for all so execution in English was not possible, although the study language is English.

Because of this above mentioned situation about the languages, the query and its results are freely translated in this study. No official translator is used due to lack of resources by the school, Metropolia University of Applied Sciences nor Espoo City. However, the language has been approved by the tutor of the study, Hanna Erkko. The content of the query has been approved by the City of Espoo. (Appendix 4)

Due to language, various interpretations can be made about the use of different words. This has been eliminated as much as possible by having the text read by different persons and by using multiple dictionaries to revise and monitor the language. The abstract has been revised by an English teacher of the Metropolia University of Applied Sciences.

Group interviews were first considered to be used to support the findings of the query. However, after careful consideration about the ethics of the study, this idea was then left out in order to keep the research objective. This decision is more profoundly discussed in chapter 8; Ethics of the Study.

6.4 Data Analysis

The query was executed by using an IT program called Webropol. In this study, SWOT analysis was used to analyse the results. The precise study questions can be seen in appendix 3.

The structure of the analysis has been build up so that the query has three parts. In part one the questions and claims are about the work orientation concerning about orientation in the beginning of the work relationship. In this part of the query the questions are multiple questions, with four possible answers. Only one option could be chosen. After multiple choice questions there are two open questions, where one can answer with his own words. Each question is mandatory to answer.

In the second part of the query the questions are about the work orientation during the work relationship. The structure of the questions is similar to part one; first there are multiple questions and then the open ones. This order of different types of questions is a well known and much used practice. This practice gives the answerer time to adjust to answering and get to the right “flow” or mood in order to be productive in answering questions thoroughly (Hiltunen, L. 2008. Lecture material).

In the third and final part of there are two open questions in the query. These questions concern both the orientation received in the beginning of the work relationship and during it. Again, answering is mandatory. By having the questions mandatory I have tried to get as many answers as possible to have enough and diverse data as possible to be able to have an objective study. Reasonable amount of depth was reached in the answers because of the open answer spaces. This supported the chosen study method, qualitative study.

In spite of these actions, some answerers have used the opportunity to skip the questions by just placing some character in the space for an answer. This was to be expected and is quite understandable. Still the decision to make all questions mandatory was well founded in order to get as many answers as possible.

7 Analysis of Results

In this chapter I will go through the results and findings of the survey conducted in the five teams of Outpatient Rehabilitation in May 2013. The results are presented in such a way which ensures that identification of employees among each other is not possible.

7.1 Query Questions

There were 17 questions in the query sent to personnel. Out of these 17 questions, 15 were questions with optional answers with a four-pointed scale. Each question had a free writing space in addition to ready options. At the end of the query, there were two open questions.

The study questions with optional answers were:

When I began my work relationship:

- The amount of orientation I received was adequate.
- The aims of orientation were clear.
- The orientation I received supported me well in my work.
- I had a named tutor.
- A written orientation plan was used.
- I received adequate written instructions.
- The written instructions I received were up-to-date.
- The orientation I received was supportive and motivating.
- A follow up date was agreed upon.

During my work relationship, ie. when procedures change:

- There has been enough of orientation.
- In my opinion I have received enough argumentation and information to change my way of functioning in the work place.
- The orientation I have received has supported me well in my work.
- I have received adequately clear instructions about new procedures.
- Orientation material has been up-to-date.
- In my opinion orientation has been supportive and motivating.

To these one could answer:

- Agree fully
- Agree somewhat
- Disagree somewhat
- Disagree fully

In addition, one could answer with his own words to a free writing space in each question. In the open questions there was an explanation: "In the open questions you can describe orientation both in the beginning and during your work relationship." The open question were:

- What was most successful in your orientation?
- What was the least successful or what would you like to be added into orientation?

7.2 Results of the Query

The query was sent to 23 workers of which 22 answered in the given time which was one week. Answering percentage was very good, 95,7% of all recipients. The query results can then be found to be highly reliable and valid.

The query was sent to all the workers of Outpatient rehabilitation currently working during the time, which was in the beginning of June in 2013. All the workers of Outpatient Rehabilitation would have included 26 workers altogether, if leaders are included.

One of the physician positions was open at the time. Two other positions are supervisor positions, which were decided not to be included in this research. This decision is further discussed in ethics of the study; chapter 8.

Above calculations lead to the fact that the survey was sent to 23 workers. so that all workers at work currently received the query, with the exception of the ones in leading positions.

When the query was built it was built with the expectation that there would be differences in between the orientation experiences in the beginning of working relationship and in orientation during working relationship. These expectations were due to my own beliefs rising from the feedback from personnel.

However, these expectations were not fulfilled. The answers clearly show no significant difference in between orientation in different stages of working relationship. On the contrary; these stages seem to be very similar in experiences of orientation. The importance of written directions, orientation plan, repetition, a named tutor and of follow up are emphasized in the answers.

7.3 Optional Questions

Especially in the optional questions almost all answers were homogeneous and no significant differences emerged between these two stages in orientation. These answers to optional questions are shown in figures 5, 6, 7 and 8 below.

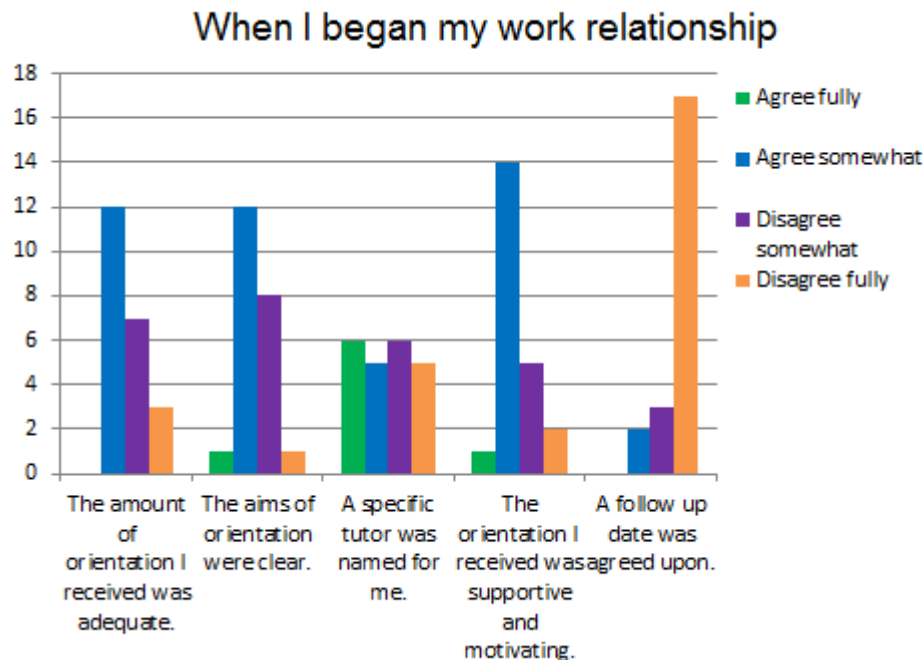


Figure 5. Answers to optional questions regarding orientation in the beginning of work relationship.

As shown in figure 5; follow up was the most neglected single aspect of orientation in the beginning of work relationship according to the query. Out of all 17 answered they had no follow up arranged.

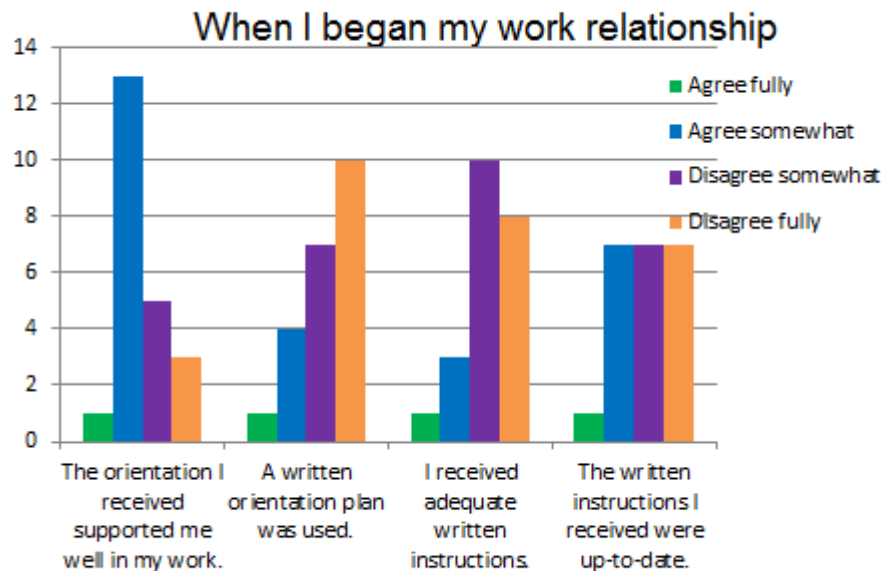


Figure 6. Answers to optional questions regarding orientation in the beginning of work relationship.

Lack of written material – a plan and instructions, was also emphasized in the answers as a clear problem area. This is clearly shown in figure 6. Only one has felt that the amount of written aspects of orientation was adequate, 3-7 answerers have felt they received somewhat adequate enough orientation in print. The small variety in this is remarkable since the workers have experienced orientation in the beginning of work relationship at very different years – some workers have been in the unit for more than a decade, others less than a year.

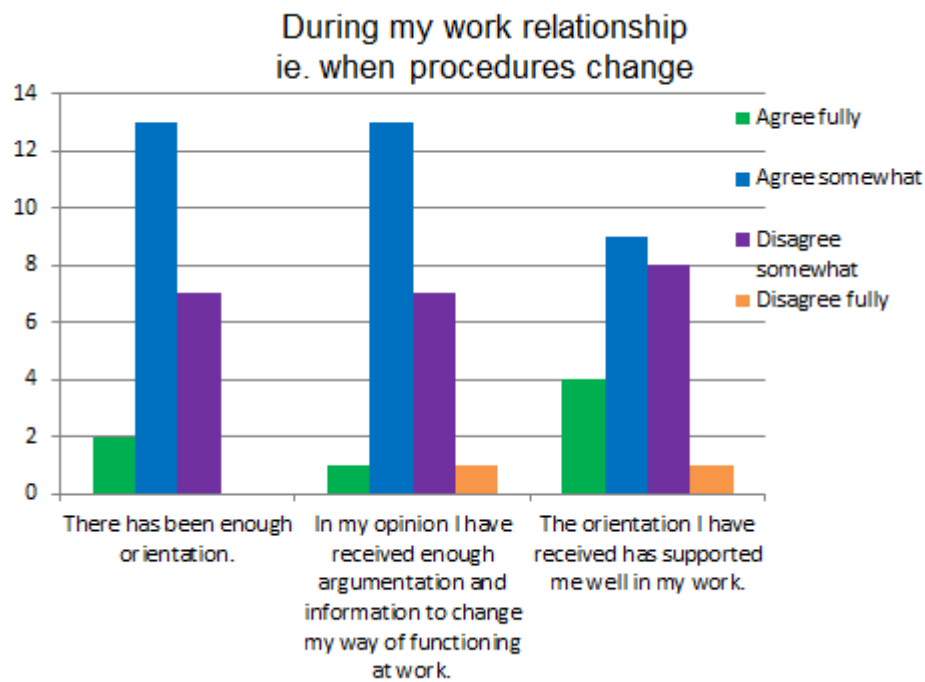


Figure 7. Answers to optional questions regarding orientation during work relationship.

When comparing the amount of orientation received, whether it was an adequate amount or not according to the workers, one can compare the figures 5 and 7. In these figures the first question on the left hand side is “The amount of orientation I received was adequate” – in figure 5 – and in figure 7: “There has been enough orientation”.

In the first, stating the situation in the beginning of work relationship, there is no answers in “Agree fully” and in the latter, stating the situation during work relationship, there is one “agree fully”. In both, 13 have answered “Agree somewhat”.

During work relationship, 7 have disagreed somewhat and no one has disagreed fully, In the question about the beginning of work relationship, there are 3 answers to “fully disagree” and 7 to “disagree somewhat”.

These comparisons show that there are no significant differences about orientation experiences in the beginning and during work relationship. A small difference in the favor of during work relationship can be seen. This could be explained by develop-

ment of methods in orientation and in every aspect of working life, such as electronic equipment development.

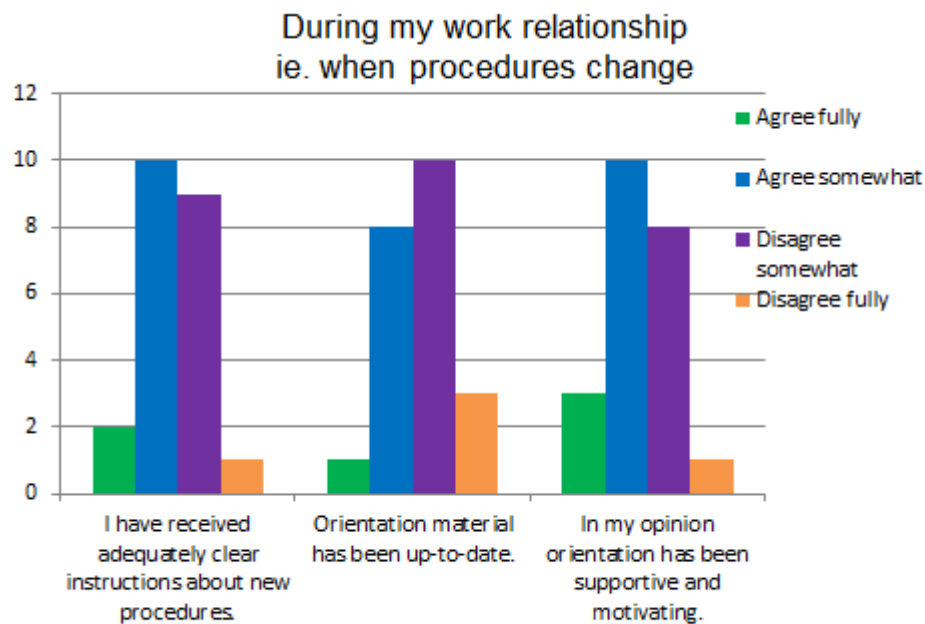


Figure 8. Answers to optional questions regarding orientation during work relationship.

Answers about the orientation received during work relationship show a bit higher results in the aspect of receiving written material (figure 8.). This can be interpreted so that some improvement and development has been made over the years. No significant difference in between orientation in the beginning and during work relationship can be shown according to this query in Espoo Outpatient Rehabilitation.

7.4 Open Questions

The query had two open questions as well as space for free writing in each optional question. In the free writing answers, the same aspects are emphasized. As one worker puts it: " Clear written instructions that can be referred to when needed are necessary". Another referred to the importance of the instructions being updated " it is important that the information given would be updated. This is why an electronic plan would be the most sensible form for a plan today".

Personal orientation was considered the best way according to the answers. This came up in several comments. Peer support was highly respected as well and also came up in several answers – it was mentioned in seven answers out of 22 in the question “What was most successful in your orientation?”.

For the question number 4. “ What was the least successful or what would you like to be added into orientation?” the most common response was that either the written instructions were not complete or there were none or they were not up-to-date. Seven answerers out of 22 emphasized these in their answers. Out of 22 answerers, 3 persons also brought up the essence of right timing in orientation.

The most successful part in orientation according to the answers has been orientation to the patient record IT-program. Why is this? One reason can be that it is a clear subject in the way that the instructions have always only one option how to do the task. In many professional situations the situation can often be quite the contrary and there can be many “right” options to choose from in health care, not only one correct one. In registering patient records, this is not possible but instructions are clear and everyone is expected to execute them exactly the same way.

Another point of view can be that the orientation in IT programs generally is very systematic and well planned since it is done with thousands of workers. With patient records, this most definitely is so since there are thousands if not tens of thousands employees using the same programs.

7.5 Key Findings

To analyse the results of the study I have used SWOT analysis as a method (figure 9). SWOT analysis is a method used in strategy building and in developing, recognising or evaluating problems or learning processes. It aids in coming to conclusions in turning one’s weaknesses to strengths and in avoiding threats. In the left hand side positive issues are identified and on the right hand side negative issues are presented. The external matters are below and internal matters are above. As a result an action plan can be created and future possibilities utilized.

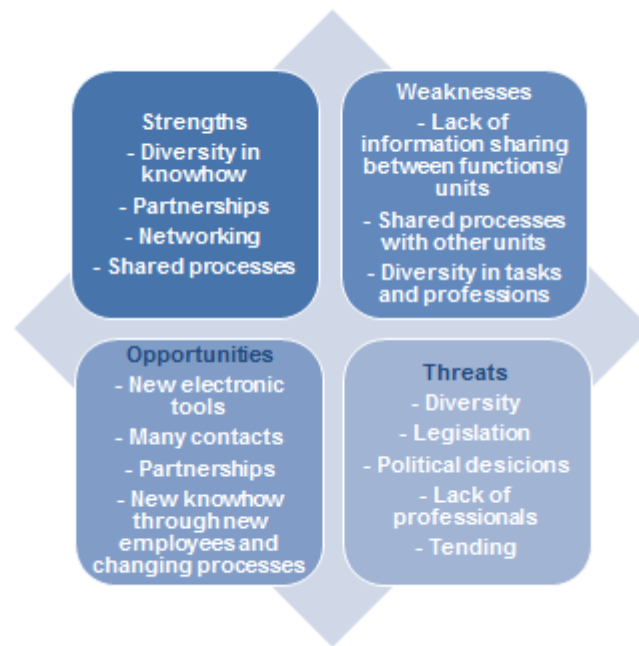


Figure 9. SWOT Analysis of the query

Since there was plenty of open answering space in the query, there is enough material to reliably analyse it without the fear of anyone's identity being exposed. As the answers to optional questions were very homogenous, this was the case with the open questions as well. This is a good sign of reliability of the study and its results and a good base to start analysing the results.

In analysis of the query contents I used SWOT- analysis since it fits well when constructing a plan. SWOT is a strategic tool and because of this it has good features in a study which aims to build a model of a plan. A strategy is a good foundation to have when introducing a new process.

With SWOT analysis, unit's diversity in knowhow and partnerships became apparent as strengths. Networking and shared processes were also strong features emphasized by many in the query. However, some of these very same features presented weaknesses too. Many answerers articulated that a strong problem area were the shared processes – which also came up as frequently in the answers as a strength.

Information sharing was an apparent problem, as was the number of work tasks and profession in the unit. These all presented challenges to sharing knowledge and keep-

ing up-to-date. At the same time, many contacts, partnerships and new knowhow with new personnel and changes were seen as opportunities too. This represents a common dilemma in the unit; since it does not produce the services itself almost at all, but either organizes, coordinates, evaluates and follows up and purchases them, the unit has a large amount of partnerships. This means a very large amount of processes and practices and information. Managing all this is difficult and time consuming – and not an easy task to do well.

Legislation, tending, political decisions, lack of professionals and diversity were recognised as threats. These external factors affecting the unit were well recognized as was the fact that their existence cannot be affected from within the unit, at least not much. Many stated that “even though to these we as a small unit cannot influence, it is important to recognise them in order to prepare”.

Many answerers emphasized that they had had too little knowledge about the processes of other teams. Many had experienced good enough orientation from a colleague about the actual specific work tasks, yet the entire process was not clear. There had been situations where there was no other worker who could do the task of the newcomer. This is a problem in a unit where there are professions with only one representative.

7.6 Creating the Model for an Electronic Orientation Plan

Several different ways of orientating have been invented in work places. There is not just one well functioning way but several. However, certain guidelines seem to work best everywhere. These guidelines can be adjusted to fit the more specific need of a work place. The guidelines given here can work as the backbone of orientation. Since orientation is a process, it can and should continuously change to fit the current circumstances and changes of the working environment. To fit these needs, there is an electronic database needed in the Outpatient Rehabilitation.

The electronic feature of it also supports this continuous change since it is easy to keep it up- to- date. Another strength about this feature is its reachability; it can be used in any location in Espoo city’s facilities. Another one of its strengths is its equality to all

workers. Since it is reachable anywhere and it is as up-to-date for everyone, all workers are in similar position and are given the same information.

A vital part of good orientation seems to be that things are done together – so in other words; co-operation. Good co-operation requires communication and without communication there can be no learning. Seem like this is a cycle of good going around in orientation – communication, co-operation and learning.

Conclusions – Steps Toward an Electronic Orientation Plan Model

In my experience as a worker and as a supervisor, orientation to work and work guidance are one of the key factors affecting one's level of commitment to work. Good orientation can be a significant factor to motivation, safety, results and wellbeing in the work place. The findings of this study support these thoughts.

According to the answers to the query, good orientation is systematic yet individual and is followed up on. Orientation as a process should be focused on these three issues in order to be successful.

As an outcome of this study this thesis presents a model based on these findings for an electronic orientation plan for Espoo Outpatient Rehabilitation. This model is illustrated with images in appendix 5. There are several different levels to it, the model only shows the most general of them. The model is to be build to be electronic and placed on a shared database where it can be used by all workers of the unit. It can be updated electronically.

The model is divided into 2 parts and in those into several different levels. The first part includes the check lists – a task lists for before employment, during employment and for follow up on orientation.

The plan should be easily updated and followed up upon, which could be divided into several different parts and times of introduction and in which the responsibilities of orientation could be divided between several people. The model should emphasize processes and customer orientation point of view.

The second part includes the actual orientation material model. The model has many levels, and of those levels five are presented here in appendix 5. The first level is the

general level of the unit and its core functions and teams. Each team has a colour code and by selecting a team one can move onto another level where there are the same subheadings for each team – colour coded all throughout the plan.

The five teams are divided into four in the plan. Rehabilitation planning and Veteran Services are combined since it is planned that they will be combined in 2015. They already share some process models and some customer material so the orientation material is flexible to combine and later on alter, when the fusion happens.

These are the bases for a good orientation and a well functioning orientation plan according to this study results:

- A Check list for orientation
- Orientation plan in electronic form
- Systematic follow up
- Named person as a tutor

Good orientation includes all these and is systematic. Orientation material can be found written and up-to-date. Orientation happens individually and is systematically followed upon.

8 Ethics of the Study

In this chapter the ethics concerning conducting this study are discussed. The dilemma of being both the supervisor and the researcher of the study is thoroughly weighed and examined upon.

8.1 The idea of the study

The original idea for the study came from the personnel itself. The concept of introduction and orientation frequently came up and improvement was clearly needed.

From the perspective of the supervisor, this was also clear. Keeping introduction equal and high enough quality is a challenging task in an environment with so many professions and functions, nevertheless the amount of changes of involving the unit. The unit of Outpatient Rehabilitation is a unit with many processes. The processes can involve several partners, both internal and external.

The main idea of the study was to find out what is good orientation and a good, well functioning orientation plan in the experiences of workers. The study aim was then, according to this, be able to construct an orientation plan which will support the wellbeing of personnel and promote unit's expertise.

8.2 Dilemmas of the Study

In the planning stage of the study there was a plan to do group interviews to deepen the study. This was planned to be one way of gathering data beside the study query to personnel. As the planning and the scientific research for the background progressed, it came apparent that this would not be a way to reach ethically impeccable research results.

As I am currently positioned as the immediate supervisor of the five teams involved in this study, I might not be seen as an objective researcher by them. Some might feel unsure or discomfort about speaking freely in front of me. The ethics of the study could be jeopardised by it.

The idea of interviews was excluded in the planning stage and the survey became the central focus of reaching the study. This decision supported the ethical standards of scientific studies and still enabled to handle the results in a way that the specific requirements and nature of the unit could be reached. These features of the unit; the versatility, multi professionalism, multi locational, expertise and the core subject; rehabilitation, were in the center of focus when considering the results and making recommendations and conclusions that would benefit the unit.

The researcher being the immediate supervisor can cause problems in maintaining integrity of the study. In this study, this was avoided by keeping the answers of the study anonymous by using a technical tool called Webropol. This IT- program has the characteristics needed to keep the answers separated from the person giving them. It also provides the researcher with good trustable data which can be reported and analysed in many different ways.

There was one problem in using Webropol as the IT- program to build the query for personnel. Since the language at work is Finnish, the query needed to be conducted in Finnish to enable everyone the possibility to participate. Since the study language in this study is English this presented a problem.

All answers are in Finnish and so translation has had to be made into English in order to conduct this study in English. No funds for official translation have been appointed to this study, not by the school nor by Espoo City, so the only possibility left was for me to translate the material myself.

I have translated the material carefully using various dictionaries. The study has been read through by several people and different choices of wording have been discussed. This study is tutored by Hanna Erkko from Metropolia University of Applied Sciences. She has also commented on the language.

The personnel in supervisor position were not sent the questionnaire due to ethical considerations. It could have been interesting to analyse and to compare the experiences of supervisors and the workers to find out possible differences in view. This could have been one research question and a point of development.

However, this view and side of research was out ruled already in the early stages of the research planning, since the unit is so small and no identification of personnel should be made. There are only two persons in supervising position directly in the unit. One of those is the researcher herself, so this also ruled out this point of view since after disqualification of one of the supervisors only one person would have remained in this category and no scientific comparison could have been made.

Beside these two supervisors there is also the chief doctor residing, but she is not calculated in the total number of personnel (26) since she is in charge of both these five teams of Outpatient Rehabilitation and the team of Outpatient Physiotherapy which is a team not involved in this study. It operates under different supervision and as a separate unit and function, as mentioned in the beginning of this thesis.

9 Conclusions

The purpose of this study was to find out what in the minds of workers is good orientation and a good, well functioning orientation plan. In this study these questions are answered. The conclusions based on the answers of the workers are that good orientation is systematic, its instructions are written and up-to-date and it is individual and is followed upon.

The focus of the study was to build an electronic orientation plan for Espoo Outpatient Rehabilitation. The special needs were that the unit has many teams and professions. The number of processes where the unit is involved is also vast. To these dilemmas this thesis has brought a solution in the form of a model of an electronic plan for orientation.

As a future development to this study, the query used can be re-used or adjusted to re-use. The study can be repeated since the query exists in electronic form and can be sent again. Recipients can be changed if necessary so that it can be used in other units in Espoo City as well.

The model of orientation plan created according to the results of this study can be used elsewhere. It can be adjusted to fit to different kinds of functions and situations. All parts of it are electronic so that it can be restructured and updated.

Good orientation is something we all can donate to with our actions, as this study shows, since interaction, communication and motivation play significant roles in the process. With good planning and active roles good orientation is a process we all can experience. This experience is supported by a well functioning orientation plan.

This study process, which began in November 2012, has been a learning process for me. Limiting the topic and keeping the focus proved to be difficult tasks. Using qualitative study method, the data was sometimes hard to segment and analyse whilst at the same time keeping in mind the focus of the study. There was enough material for a much larger study. As the material was from my own work place, keeping in mind to remain in the study plan and not to deviate to other subjects arising from the material was not easy.

Finally, as I am writing this in the beginning of December , I have regained the focus of learning, interaction, motivation, legal foundation and development. The center idea in work orientation is the same as is in the core of this study process – to develop one's skills and knowhow, to broaden one's horizon. Let's get to it!

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Kysely perehdytyksestä

Kyselyn tarkoitus

Tämä kysely on lähetetty Espoon Avokuntoutuspalvelujen viiden toiminnon henkilöstölle; EKKU Espoon kehitysvammaisten kuntoutukseen, veteraanipalveluihin, aikuisten toimintaterapiaan, kuntoutussuunnitteluun ja apuvälinepalveluihin.

Kyselystä saatuja vastauksia käytetään sähköisen perehdytysuunnitelman - ja kansi-
on laatimiseksi Espoon Avokuntoutuspalvelujen yksikölle sekä Metropolia YAMK - lopputyön
tuloksiin. Kyselyyn on tutkimuslupa Espoon kaupungilta. Kysely on laadittu niin etteivät yksit-
täiset vastaukset erotu kyselyn tuloksista. Vastaajia ei voida tunnistaa.

Perehdytyksen määritelmä

Kyselyssä perehdytyksellä tarkoitetaan työssä saatua perehdytystä esimieheltä tai työkave-
reilta. Perehdyttämisellä tarkoitetaan osaamisen ja tiedon siirtämistä ja välittämistä.

Kyselyn rakenne

Kysely on jaettu kolmeen osaan. Ensimmäisessä osassa esitetään väittämiä koskien pereh-
dytystä työsuhteen alussa. Toisessa osassa väittämät koskevat perehdytystä työsuhteen
aikana, esimerkiksi organisaation toimintatapojen muuttuessa. Kolmannessa osassa kysy-
tään kokemuksia perehdytyksen onnistumisesta, koskien kaikkea saamaasi perehdytystä.

Kahdessa ensimmäisessä osassa väittämiin on vastausvaihtoehdot, joista voit valita vain
yhden. Lisäksi on vapaata tilaa tarkentaa omaa vastausta omin sanoin. Kolmannessa osassa
vastataan vain omin sanoin.

Vastaa kyselyyn omien kokemustesi pohjalta. Kyselyyn vastaaminen vie 5-10 minuut-
tia. Vastaathan kyselyyn viikon kuluessa - viimeistään 18.6.2013!

Kiitos!

Päästäksesi vastaamaan kyselyyn, napauta hiirellä alla olevaa linkkiä.

Voit vastata kyselyyn vain kerran.

Inquiry about Orientation – translation

The Purpose of the Inquiry

This inquiry has been sent to the personnel of the five functions of Outpatient Rehabilitation in Espoo; EKKU Rehabilitation for the Developmentally Disabled, Rehabilitation for Veterans, Occupational Therapy for Adults, Rehabilitation Planning and to Medical Aid Services.

The answers are used to build an electronic orientation plan and file for the Outpatient Rehabilitation unit and for the results and conclusions in a Master's thesis in Metropolia University of Applied Sciences. There is a research licence for this inquiry from the City of Espoo. The inquiry has been executed so that no identification of the answers can be made.

The Definition of Orientation

In this inquiry orientation stands for the orientation received by a superior or a co-worker. By orientation is signified the transmitting and conveying knowhow and knowledge.

The Structure of the Inquiry

The inquiry is divided into three parts. In the first part there are claims regarding orientation in the beginning of working relationship. In the second part the claims concern orientation during the working relationship, in example when the procedures of organization change. In the third part experiences about the succession of orientation are asked, regarding of all orientation you have received.

In the first two parts the claims have options to choose from. you can only choose one option. In addition, there is free space to specify your answer with your own words. In the third part the answering is done with only your own words.

Answer to the inquiry based on your own experiences. The answering will take about 5 to 10 minutes. Please answer the inquiry within a week – at the latest by 18th of June 2013!

Thank You!

To get to the inquiry, please click the link below. You can only answer the inquiry once.

Kysely perehdytyksestä

Query about orientation

Valitse alla oleviin väittämiin oman kokemuksesi mukainen vastausvaihtoehto.

Choose the right option according to your experience to claims stated below.

Valintasi jälkeen voit halutessasi vielä tarkentaa vastaustasi omin sanoin väittämän vieressä olevaan vapaaseen vastaustilaan.

After answering it is possible to specify your answer with your own words to the space next to your answer.

Osassa väittämiä on tarkentavia jatkokysymyksiä väittämän alla. Näihin jatkokysymyksiin voit vastata samaan vieressä olevaan vastaustilaan. Vastaustila kasvaa kirjoittaessasi.

Some or the claims have additional questions below the claim. To these additional questions you can answer to the same answering space. The space grows/widens as you type.

Vastausvaihtoehdot / *Answer Options:*

Täysin samaa mieltä

Agree fully

Melko samaa mieltä

Agree somewhat

Melko eri mieltä

Disagree somewhat

Täysin eri mieltä

Disagree fully

1. Kun aloitin työsuhteeni *

When I began my work/employment relationship

Sain perehdytystä riittävästi.

I received enough orientation.

Perehdytyksen tavoitteet olivat selkeät.

The aims for the orientation were clear.

Saamani perehdytys tuki minua työtehtävässäni hyvin.

The orientation I received supported me well in my work.

Minulle oli nimetty oma perehdyttäjä.

I had a tutor named for me for the orientation.

Toimiko yhteistyö mielestäsi hyvin?

Jos perehdyttäjää ei oltu nimetty, olisitko toivonut että sellainen olisi nimetty?

In your opinion, did the co-operation work well?

If a tutor was not named for you, would you have hoped that it would have been named?

Perehdytyksessäni käytettiin kirjallista perehdytysuunnitelmaa.

In my orientation, a written orientation plan was used.

Jos käytettiin, oliko sen rakenne toimiva?

Jos ei käytetty, olisitko toivonut sellaista käytettävän?

If it was used, was it well functioning?

If it was not used, would you have hoped that it would have been used?

Sain riittävät kirjalliset ohjeet.

I received sufficient written instructions.

Saamani kirjalliset ohjeet olivat ajantasalla.

The written instructions I received were up-to-date.

Saamani perehdytys oli kannustavaa ja motivoivaa.

The orientation I received was supportive and motivational.

Perehdytysjakson loppuksi minulle sovittiin seuranta-ajankohta.

At the end of the orientation period a follow-up time was scheduled.

Jos ajankohta oli sovittu, toteutuiko se sovitusti?

If a time was scheduled, was it fulfilled?

Työsuhteeni aikana, esim. toimintatapojen muuttuessa *

During my working relationship, ie. when procedures change

Perehdytystä on ollut riittävästi.

There has been enough orientation.

Koen saaneeni riittävästi tietoa ja perusteluita muuttaakseni toimintaani työpaikalla.

In my experience I feel that I have received enough information and reasoning in order to change my actions in the work place.

Saamani perehdytys on tukenut minua työtehtävissäni hyvin.

The orientation I have received has supported me well in my work.

Olen saanut riittävän selkeät ohjeet uusista toimintatavoista.

I have received adequately clear instructions on new procedures.

Perehdytysmateriaali on ollut ajantasaista.

The material in orientation has been up-to-date.

Perehdytys on ollut mielestäni kannustavaa ja motivoivaa.

I find that orientation has been supportive and motivational.

Kahteen viimeiseen kysymykseen voit vastata omin sanoin. Vastauksesi voi koskea perehdytystä työsuhteen alussa sekä sen aikana.

For the last two questions you can answer with your own words. Your answer can involve orientation in the beginning of the working relationship and orientation during the working relationship.

3. Mikä perehdytyksessäsi oli onnistuneinta? Perustele vastauksesi.

What has been the most successful part of your orientation? Justify your answer.

4. Mikä perehdytyksessäsi oli vähiten onnistuneinta tai mitä toivoisit perehdytykseen lisättävän? Perustele vastauksesi. *

What in your orientation was the least successful or what would you hope to have added into it?

Research Approval



TUTKIMUSLUPA

1 (1)



TUTKIMUSLUVAN MYÖNTÄMINEN

Espoon kaupungin sosiaali- ja terveystoimen esikunta / Kehittämisen tulosalue Ketterä myöntää tutkimusluvan 23 / 7. 2013 saapuneen tutkimuslupahakemuksen ja alla olevien ehtojen mukaisesti.

Hakija / yhteyshenkilö: Marion Ticklén

Tutkimuksen aihe / nimi: Orientation plan - a case study in Espoo

Edellytyksenä on, että tutkimuksen suorittaja tai suorittajat eivät käytä saamiaan tietoja asiakkaan tai potilaan tai hänen läheistensä vahingoksi eivätkä luovuta saamiaan henkilötietoja ulkopuolisille, vaan pitävät ne salassa.

Tutkimustulokset tulee esittää niin, ettei niistä voida tunnistaa yksittäistä henkilöä tai perhettä. Lisäksi on noudatettava henkilötietolaissa ja muualla lainsäädännössä olevia tutkimusrekistereitä koskevia säännöksiä.

Tutkimusluvan myöntäminen ei velvoita tutkimuksen kohteita osallistumaan tutkimukseen. Tutkijan on neuvoteltava aina erikseen tutkimuskohteena olevien organisaatioiden kanssa tutkimukseen osallistumisesta. Tutkimuksen teko ei saa häiritä tutkimuskohteen toimintaa.

Edellytämme, että tutkija / yhteyshenkilö lähettää sosiaali- ja terveystoimen kehittämissyksikön sähköpostiosoitteeseen **sotet_tutkimusluvut@espoo.fi** lopullisen tutkimusraportin.

Espoossa 29 / 8 2013

Tuula Heinänen
kehittämisjohtaja
Sosiaali- ja terveystoimi
Espoon kaupunki

